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ABSTRACT

This document discusses the theory and philosophy of the Portal School strategy. According to the author, that strategy is a process for making an environment responsive to change; a way of providing a setting in which site, specific and locally determined programs, and theories can be adapted, implemented, and diffused; and a method for closing the credibility gap among representatives of universities, school systems, communities, and professional associations. The author argues that the strategy prescribes the development of improved resources for educating children both at the human (administrators, teachers, university faculty, and paraprofessionals) and material (curriculum) levels in certain schools designated as "Portal." In addition, the report contains material about current activities in the dissemination of information concerning Portal Schools, resource centers and recommendations, a bibliography, and a directory of resource people. (A related document is EA 004 085.) (Author/MLF)

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PORTAL SCHOOLS PROJECT

FIRST YEAR REPORT

July 31, 1972

FILMED FROM BEST AVAILABLE COPY

By: Linda Lutonsky, Director
Portal Schools Project

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Teacher Corps: Portal Schools First Year Report: July 31, 1972

I. Report of Activities: April 15, 1972 - July 31, 1972

A. Conceptualization of Portal School Strategy.

With the first steering committee meetings held last year, it was felt that principal conceptual statements concerning the Portal School strategy would be fairly easy to develop. The more each member came to familiarize himself with other strategies calling themselves "Portal" the less he was willing to coordinate efforts to design a conceptual framework, outlining what was and what was not a Portal School.

Gradually, throughout the year, certain basic statements were agreed upon by the group, resulting in the "Portal Schools - Toward a Definition" position paper. After conducting the third Portal School conference in June, 1972, it became evident that the initial conceptual problem was reasserting itself: can one single conceptual statement be issued reflecting both the Philadelphia and Georgia/Florida models?

The problem basically revolved around the original reasons for establishing a Portal School in these two models, which the steering committee thought might be mutually exclusive, and concensus would thus be invalid. While no stand has been taken by the steering committee on this issue as yet, it is this writer's feeling that the original position paper can stand as it is: a concensus document outlining the basic elements of the Portal School strategy. What has yet to be done is the development of a position paper discussing how local groups have developed their own perfectly legitimate designs for Portal Schools by using particular existing structures, strengths,

conceptual thrusts, etc., unique to their own communities. For example, Atlanta's Portal Schools relate to curriculum reform; Pueblo's to community involvement and communications systems; Philadelphia's to a concentration of urban resources; Georgia and Florida have designed this strategy to complement and field test CBTE.

One of the major criticisms of the Portal School strategy is its seemingly amorphous nature. This criticism results from a basic misconception of the Portal School mission, which is that it is primarily a management system designed to make change possible in the education of teachers and of children. Many people identify Portal Schools with competency-based teacher education, or with field testing new curriculum, or as a way of dealing with urban educational crises. This can be the case, but it is not definitive of the strategy, since the strategy is not a set of rules for one specific area of education, such as curriculum or teacher education.

The strategy is a process for making an environment responsive to change; a way of providing a setting in which site specific and locally determined programs and theories can be adapted, implemented, and diffused; a method for closing the credibility gap among representatives of universities, school systems, communities and professional associations. By definition, this "strategy" is not a specific plan. It is a process whereby specific plans can be used to reach predetermined goals.

The goal of the Portal School strategy is to develop improved resources for educating children both at the human (administrators, teachers, university faculty and paraprofessionals) and material (curriculum) levels in certain

schools designated as "Portal". Thus the strategy does not dictate that certain ways of teaching teachers must be used in Portal Schools. It does require that decision making on teacher education include not only the university but also the school system, parents, and teachers' bargaining agents, via a collaborative decision-making structure such as an advisory council. The strategy does not dictate that certain methods of teaching children must be used, merely that whatever methods are employed are relevant for teachers and children, are adapted to suit that particular school and its needs and are adapted with specific school and client goals clearly in mind, again via the advisory council.

Another criticism of this strategy is that it is not strong enough at the theoretical level; that the emphasis is overwhelmingly slanted at "practicum"-like experiences and not heavily enough engaged in strong theoretical and intellectual foundations of education. Again, this is based on a misconception that all teacher training takes place on site. The strategy does not determine what kind of education prospective teachers receive. It does specify that competencies of future teachers be relevant to real children, real materials and real classrooms. It does provide for university relationships with schools precisely to close this gap between theory and practice. The steering committee firmly believes that many different kinds of experience and professional exposures are essential for training of teachers; thus, simulation, field-based methods courses, joint appointments of school system and university personnel, independent study, etc. are all essential to the development of truly professional educators.

It is quite possible that these two misconceptions are the direct result of ambiguities by project staff and the steering committee's position papers. It is quite possible that these misconceptions do arise out of the two models and their different emphases: Philadelphia's emphasis on concentration of resources does relate strongly to practical experience with real children in real schools. The Georgia/Florida model on the other hand is directly related to the testing and implementation of a competency-based teacher education which originated out of the University's attempt to redefine the theoretical base of how teachers are taught and certified.

But a crucial similarity of these two models is that they both end up in the classroom with real children, real teachers, joint appointments and closer working relationships between the school system and the university to promote better education for children through better education of teachers. Both models are building a concept of a more fluid professionalism, one that moves from University campus to classroom, from videotape to real children, from group discussions to modular components, from intellectual study to work in the community, from utilizing classic theories to developing input from the community and back again.

This fluidity breaks down apprehension by parents as to what "they" are doing in school, because parents are now "they". It strengthens the benefits of a close working relationship between schools and universities through joint appointments, shared resources and common goals: It broadens involvement and commitment by professional associations to improved education because it solicits their input at the earliest planning stages and continues to develop

plans and goals with their active participation. It allows budgetary security by the formulation of working agreements which specify how Portal Schools will be managed, which resources will be shared and by encouraging operational commitments instead of short term outside funding which does not bind current activities to future goals.

Another similarity of both models is the premise that change can be effected in education only through careful planning and continuous support by all those concerned with the educational process: university faculty, school system personnel, community people and teachers' professional associations. Portal Schools therefore facilitate the change process through the establishment of advisory councils and written agreements.

Advisory Councils represent everyone concerned with education: teacher educators, teachers, principals, community people, professional association members, administrators, student teachers, etc. While final authority rests with the principal, parity does exist at the initial planning and design stages which are the points of decision making. This group, based on the knowledge of what kinds of fiscal, programmatic and material resources are available, determines which resources are needed to impact their school according to goals they have established. The potential threat of new concepts is never realized because any concept adapted for a Portal School is thoroughly understood and agreed upon by the Council as valid for use in the school.

Written agreements ensure continuity of Portal School goals through a commitment by all parties. For example, the sharing of resources, such as University research and development capabilities, are specified in the agreement

to avoid withdrawal of support or change in University allocations. Each site develops its own Council and working agreement in accordance with local conditions and needs. A prototype agreement developed by Kansas State Teachers' College, is attached. While not an endorsement of this particular format, this is an indication of the kind of agreement which can be developed. In other sites, more emphasis is placed on community and union components.

Both models view themselves as developing a change process as opposed to specific, prescriptive, programs, Thus, the process itself is constant while programs, resources, personnel, are variables. And it is the process which can be exported and diffused.

While most sites are currently engaged in dissemination of the Portal School notion, few have reached the stage of designing diffusion strategies, although most have diffusion as an eventual goal. Diffusion of the process requires 1) a decision by Advisory Councils and central offices that the process is ready to be exported and 2) financial resources to prepare a sound diffusion strategy.

While Florida, Georgia and Philadelphia are enlarging their scopes in terms of additional Portal Schools, no model has been in existence long enough to achieve goals in one school to the point where all resources can be pulled out of that school and concentrated in another.

However, the Philadelphia model is currently planning to add one elementary school in each district (four new Portal Schools), as well as one junior and one senior high school this fall. In addition, Temple is now developing a suburban Portal School network and will begin with two

schools in the suburbs, one public and one private, launched from Temple's suburban campus.

Several programs developed, tested and perfected in Philadelphia Portal Schools are moving out of those schools into new Portal Schools, such as the reading and language arts program, which is being pulled out of one school and will be introduced in two other schools. A new science program will be tested at the former site. The combination of EPICT, student teaching and inservice courses for teachers which was piloted in Portal Schools will be expanded as will the career opportunities and veterans' programs. The special education model developed by Washington, D. C. Portal Schools will be introduced by the Philadelphia Teacher Corps project in two Portal Schools this fall and will be diffused to two non-Portal Schools the following year.

In the case of Florida and Georgia, diffusion is closely linked with the development of competency-based teacher education and therefore will be integrated with the implementation schedule of that program. Fiscal considerations also dictate that resources be concentrated on CBTE implementation prior to structuring diffusion.

By the time of the second year's report in 1973, more definitive statements can be made about the nature of diffusing the Portal School strategy.

Portal School evaluation is in the planning stage for most projects. Philadelphia has run test data evaluation from city-wide testing (Iowa and California reading tests) in all four elementary Portal Schools and has also compiled information based on more subjective data from questionnaires filled

out by parents, teachers and students, related to attitude and awareness of the Portal School program in each school. In addition, Temple University is now compiling statistics on a followup study of student teachers and has initiated a 2-3 year study of graduates. Those graduates and student teachers from Portal Schools will constitute a separate data source in this study.

The Florida and Georgia models do not contemplate an evaluation of their Portal School strategy independent of their competency-based teacher education programs. As these programs go into effect, evaluation information becomes one of the data sources in the data management system and therefore feeds into how the Portal School functions as a site for competency-based programs.

It is anticipated that the steering committee will address itself to evaluation of the Portal School strategy this fall and will assist in designing a Portal School evaluation process for Teacher Corps Portal School sites in cooperation with Program Specialists and local Teacher Corps project personnel.

During the second year of the Portal School project, it is anticipated that the following conceptual discussions will take place, resulting in position papers for general distribution:

1. Clarification of the relationship between the Portal School strategy and the Multi-Unit School/Individually Guided Education programs;
2. Discussion of specific Portal School projects' use of this strategy to accomplish local objectives, such as community involvement, curriculum reform, etc;
3. Development of an evaluation process for Teacher Corps Portal School projects;
4. Further elaboration of the two major Portal School models and their different approaches to this strategy;
5. Formulation of basic diffusion strategy for the Portal School process.

II. Current Activities in Dissemination of Information Concerning Portal Schools.

A. Conferences.

Three conferences have been conducted, primarily for new Teacher Corps projects interested in developing this strategy. The first two included teams from non-Teacher Corps Great Cities. Evaluation of the initial conferences indicated that participants were pleased with the kinds of resources offered but requested more input from other Teacher Corps projects at future conferences. Therefore, the third conference increased input from Teacher Corps projects in two ways: first, five projects conducted two sessions each during which they discussed their unique utilization of the Portal School strategy as related to their projects' objectives.

Secondly, fourteen of the twenty-three resource people were drawn from Teacher Corps projects, for their expertise in developing Portal Schools in line with their own, as well as Teacher Corps Washington, objectives. Although it is too early to tabulate data from evaluation returns on the last conference, initial reaction seems to be highly favorable. Two letters from participants are enclosed. All 6th and 7th Cycle Teacher Corps Projects now anticipating development of Portal Schools have attended at least one Portal School conference with the exception of Louisville and Drake University.

B. Sound/Slide Presentation.

This presentation, developed for the first Portal School conference, has been distributed to all 6th and 7th cycle projects who attended the conferences. Both The Council of the Great City Schools and Teacher Corps Washington have

loan copies available. This presentation remains the single most effective introduction to the strategy itself. However, both Philadelphia and Georgia have recently completed sound/slide presentations which thoroughly discuss the unique thrust of each model and Florida State University is currently editing a film outlining the Florida approach.

C. Brochure on the Portal School Strategy.

This booklet was developed in the summer of 1971 as a rationale, definition and brief description of current developments in Portal Schools. In accordance with the original first year contract, 10,000 copies were ordered, of which 6,800 have been distributed throughout the country to Universities, school systems, libraries, various local, state and Federal government officials and individuals requesting information on the strategy.

D. Newsletters.

With an original mailing list of 600, which has now doubled, Portal School newsletters are distributed to Teacher Corps projects, universities, school systems, teachers, principals, etc. Five newsletters have been distributed to date and copies of only one issue are still available. However, both newsletters and the booklet are available from ERIC, as well as from the Council and Teacher Corps Washington.

E. Five page summaries of Florida, Georgia and Philadelphia were duplicated and have been distributed throughout the year to those who have requested further information on specific models. In addition, people requesting more detailed information are referred to appropriate staff members in Philadelphia,

Georgia and Florida as well as to several Teacher Corps projects such as the Southern Colorado State College project, depending upon their inquiries. Summaries are also available on the More Effective Schools plan and the Multi-Unit approach. Information relating to the Kansas State Teachers' College project in Emporia is also available in limited quantities.

III. Resource Centers.

Four Resource Centers (Georgia/Florida, Temple, Toledo and the Wisconsin R&D Center for Cognitive Learning) were separately funded last year for technical assistance to Teacher Corps Projects. Their final reports will be forthcoming.

RECOMMENDATIONS:

1. The Portal School strategy was initiated independent of Teacher Corps and will continue with or without Teacher Corps support. The Portal School concept has had extensive exposure to professional associations and won the AACTE's Most Distinguished Achievement Award this spring. Both Florida State University and the University of Georgia have developed Portal Schools integral with competency-based teacher education which is now being operationalized.

However, Teacher Corps Washington staff realized two years ago that this strategy would be useful for projects as a management system for local programs as well as for competency-based teacher education and for concentration of urban resources. Therefore, there are currently over thirty-five projects now developing Portal Schools as part of their project design.

While Teacher Corps Projects have made commitments to this strategy, in their proposals, the exact nature of the Washington commitment is less clear. Projects indicating interest in Portal Schools are limited in the kinds of assistance, technical or financial, available to them from Washington. Part of this problem lies in legislative restrictions but there is still a lack of clarification concerning what kind of assistance is available to projects from the central office and what kind of latitude in proposal objectives is allowed.

In order to implement Portal Schools, a considerable amount of essential planning must be completed prior to the design stage, such as obtaining endorsements from the University, the school system, community associations and unions or professional associations. Once endorsements, or verbal commitments have been made, written agreements and advisory councils must be established.

Teacher Corps projects have tight constraints in terms of the amount of planning time available to them prior to the beginning of a new cycle. In many cases several steps required by Teacher Corps Guidelines coincide with those of Portal School initial planning, such as signoffs by community, teachers, university staff, etc. However, they do not necessarily coincide. Further, some Teacher Corps project staffs are not on operational budgets and therefore if funding is not continued their input into a new program does not necessarily mean the operationalizing of that program. In a given cycle, it is possible for the first year to be devoted to initial planning, development of advisory councils and the signing off of written agreements for Portal School implementation. The second year would see initial design work. If the project is discontinued, the future of Portal Schools is uncertain, regardless of interest unless it is formally a part of University and school system long range planning.

In many Teacher Corps project budgets, almost no funds are available for staff to visit other sites, for staff to call in consultants from Portal School models, or for staff to expend time or money on the necessary developmental stages of the Portal School strategy.

However, Teacher Corps, more than other government agencies with similar goals, has developed strong working objectives which can effect change, and that in many cases Teacher Corps project staffs are in ideal positions to develop Portal School strategies and to use their small budgets as seed money for Portal School planning. Many Teacher Corps Projects have truly been in the vanguard of educational change and some outstanding professionals have emerged from Teacher Corps training.

It would seem therefore that should Teacher Corps firmly commit itself to the Portal School concept, local projects could be most effective in planning and designing a viable strategy which would fit local needs.

It is recommended therefore that Teacher Corps Washington conduct a meeting with project staffs interested in Portal Schools to determine what kinds of resources are most needed from Teacher Corps, or what kinds of changes in guidelines are possible, in order to develop Portal Schools at Teacher Corps sites. One suggestion made at the last conference was that instead of team leader roles Projects be permitted to create positions of joint appointments between university and school system. This position would be that of a Portal School coordinator with credibility at both levels.

2. If Teacher Corps commits itself to Portal Schools, then a clearly written definitive statement concerning what resources are available to

local projects, were they to develop this strategy, should be included in the guidelines as an addendum.

This section should spell out that there are two distinct models which have two distinct processes: Florida/Georgia Portal Schools can be developed if a project is strongly committed to competency-based teacher education on an institutional basis. In that case, a Portal School becomes the field site for adapting, testing, researching and developing competency-based teacher education.

The Philadelphia model on the other hand can be adapted if a concentration of resources, strong interrelationships between school system and university, community and union, and sharing of university and school resources are desired. In addition, several Teacher Corps projects, such as Atlanta, Washington, D. C. and Southern Colorado State College are utilizing the Portal School strategy to effect change in curriculum, special education and community communications respectively. The possibility of using the strategy to effect change in certain areas of institutional concern should be emphasized. Many concerns of a project can be coordinated with the Portal School strategy, for instance a particular experimental module could be tested in a Portal School and then diffused and institutionalized; the importance of the strategy as an adaptable process to fit local needs should be emphasized in this section, specifying what the strategy can in fact do to meet project objectives and institutional needs.

PORTAL SCHOOL FINAL REPORT RESOURCES: WRITTEN & MEDIATED

A. PORTAL SCHOOL MODELS:

1. Florida State University:

The Portal School: Its Mission, Organization, and Implementation Problems. Norman R. Dodl and W. Earl Armstrong. Florida State University College of Education, Tallahassee, Florida. May 1, 1971

The Portal School: Implementation Strategies. Norman R. Dodl. Florida State University College of Education.

Status 1972/F.S.U. - Tallahassee Portal Schools by Norman R. Dodl, Jay Lutz, Edna Owens. Available from Dr. Dodl.

Intern Negotiation in the Portal School a videotape available from Dr. Dodl.

16-mm film on Florida State University Portal School Concept available from Dr. Dodl.

2. Kansas State College Flint Hills Area Teacher Corps:

Working Draft: Portal School Agreement. Kansas State College Flint Hills Area Teacher Corps Program, Emporia, Kansas.

Document #1: Portal Schools Program for the Kansas State Teachers College Flint Hills Area Teacher Corps by Vince Bowman, Charles Gash, Roger Pankratz, Layton Smith. 1971.

Document #2: Discrepancy Evaluation Form distributed after first year of activities. Available from Kansas State Teachers' College, Emporia.

Document #3: Portal School Planning Document for Second Year by John Mook and John Williams, May 1972. This document relates the results of Document #2's discrepency evaluation. Available from Kansas State Teachers' College.

Toward Portal Schools. Arthur D. Brill, Chairman, Department of Research and Laboratory Experience, Kansas State Teachers College.

3. Philadelphia/Temple University:

The Philadelphia/Temple University Portal School Concept Informational packet. Available from Dr. Betty Schantz, College of Education, Temple University.

The Philadelphia/Temple University Portal School Concept: sound/slide presentation, available from Dr. Schantz.

4. University of Georgia, Athens:

Portal Schools: Components in Teacher Education. A sound/slide presentation available from Dr. Gil Shearron, University of Georgia Department of Elementary Education, Athens.

University of Georgia Elementary Teacher Education modules and competency-based teacher education materials available from Dr. Shearron or Dr. Charles Johnson.

B. PORTAL SCHOOL STRATEGY: GENERAL

Portal Schools: Basic Strategies. Available from The Council of the Great City Schools, 1819 H Street, N.W., Washington, D. C. 20006.

Portal Schools Final Report 1971-72. Available from The Council of the Great City Schools, July 1972.

Portal School Newsletters: Distributed monthly. Available from The Council of the Great City Schools or Teacher Corps, Washington.

Portal Schools. Sound/slide presentation outlining basic strategies. Available on loan basis from The Council of the Great City Schools or from Teacher Corps, Washington.

Resource Units in Portal Schools. Lucy Conboy. April 16, 1971. Internal USOE Teacher Corps memorandum. Available from Teacher Corps, Washington.

Teacher Corps and Portal Schools Script. Available from Teacher Corps, Washington, D. C. 20202.

C. GENERAL RELATED MATERIALS:

IGE Individually Guided Education and the Multiunit Elementary School. Guidelines for Implementation. Herbert J. Klausmeier, Mary R. Quilling, Juanita S. Sorenson, Russell S. Way, George R. Glasrud. Wisconsin Research and Development Center for Cognitive Learning. The University of Wisconsin, Madison, Wisconsin. 1971

Multiunit Schools 1971-72 Directory. Wisconsin Research and Development Center for Cognitive Learning.

Publications of the Wisconsin Research & Development Center for Cognitive Learning. The University of Wisconsin, Madison, Wisconsin. 1971. A list of mediated materials is available upon request.

More Effective Schools and Quest Programs. American Federation of Teachers, Washington, D. C.

Teacher Education in New York State: A Critical Review of Programs and Personnel (August 1971) and Teacher Education in New York State: Summary and Addendum Report (November 1971) Mario D. Fantini, Study Director. New York State Commission on Quality, Cost and Financing of Elementary and Secondary Education by the Institute for the Advancement of Urban Education.

Urban Rural School Development Program, 1970 Program Information. Available from the Urban Rural School Development Program, U. S. Office of Education, 7th and D Streets, S.W.

RESOURCES: PEOPLE

1. Ms. Sara Adams, Community Coordinator, Washington, D. C. Urban Teacher Corps.
   - Community Involvement
   - Collaborative Decision-making
   - Urban Orientation

2. Mr. Charles Adelman, Director of Field Placement, Temple University College of Education, Philadelphia.
   - Management and Logistics of Student Teacher Placement in Portal Schools
   - Urban Education
   - Field Centered Teacher Education

3. Mr. Fred Broder, Portal School Facilitator, Atlanta Teacher Corps Project.
   - University-School Cooperation
   - Curriculum Innovation
   - Initial Planning

4. Mr. Lawyer Chapman, District Coordinator, Philadelphia Portal Schools.
   - Joint Appointments
   - Advisory Councils
   - Urban Education
   - Concentration of Resources in Portal Schools

5. Mr. Michael Darcy, School Coordinator, SUNY-Albany Teacher Corps, Schenectady.
   - School-University Cooperation
   - School-Community Cooperation
   - Diffusion Strategies

6. Dr. Norman Dodl, Florida State University Elementary Teacher Education Model Director, Tallahassee, Florida.
   - Competency-based Teacher Education
   - Non-urban Pattern of Collaboration
   - In-service Education in Portal Schools
   - State Network Diffusion

7. Mr. Eugene Eller, Principal, East Tennessee State University Teacher Corps.
   - Multi-Unit Schools
   - Individually Guided Education
   - Rural/Appalachian Orientation

8. Mr. Antonio Esquibel, Community Coordinator, Southern Colorado State College Teacher Corps, Pueblo, Colorado.
   - Community-based Education
   - Communications Strategies
   - Multi-Cultural Approach

9. Mr. Hawthorne Faison, School Coordinator, Toledo Teacher Corps.
   - Multi-Unit Schools for Teacher Education
   - Curriculum Development
   - School Consortia
   - Public School Staff Development
   - Community Involvement

10. Dr. George Finchum, Director, East Tennessee State University Teacher Corps.
    - Multi-Unit Schools
    - Individually Guided Education
    - Rural/Appalachian Orientation

11. Mr. Chet Flickinger, Communications Specialist, Southern Colorado State College, Pueblo, Colorado.
    Communications Strategies
    Community Involvement
    Facilitator/Process

12. Ms. Beverly Ford, School Coordinator, University of the Pacific/ Stockton Unified School District Teacher Corps, Stockton, California.
    Field-Based Teacher Education
    Management, Logistics of Initial Planning Stage
    Teacher Corps Planning and Portal School Development

13. Dr. Curtis Henson, Assistant Superintendent, Curriculum & Instruction, Atlanta Public Schools.
    Internal Administration of Urban Schools
    In-service Training
    Curriculum Innovation
    Performance-based Certification
    University/Public Schools Consortia Cooperation

14. Dr. Roderick Hilsinger, Chairman, Division of Curriculum & Instruction, College of Education, Temple University, Philadelphia.
    Strategies for Urban Educational Change
    University Governance & Politics
    School/University Cooperation and Collaboration
    Fiscal Reallocations for Portal Schools

15. Mr. Theodore Kirsch, Philadelphia Federation of Teachers Representative, Portal School Advisory Councils, Philadelphia.
    Advisory Council Involvement in Portal Schools
    Negotiations from the Union Standpoint
    Union Participation in Change Strategies

16. Dr. Jacqueline Lougheed, Director, Oakland University, Michigan Teacher Corps.
    Utilization of Team Leaders and Teacher Corps Interns in Portal Schools
    Differences in Rural and Urban Designs

17. Ms. Edna Owens, Principal, Tallahassee Portal School, Florida
    Principal's Roles and Functions in Portal School
    Preservice and Inservice Education, Competency-based
    Management of University/School Collaboration

18. Dr. Fredricka Riesman, Faculty Coordinator, University of Georgia Portal Schools, Athens, Georgia.
    Assessment
    Initial Planning and Design Stages for Portal School Implementation
    Collaboration Between University Faculty, School Principal, Experienced Teachers and Preservice Students
    Management and Logistics of Portal School Design

19. Dr. Thomas Romberg, Principal Investigator, Wisconsin R&D Center for Cognitive Learning, Madison, Wisconsin
    - Assessment, Research and Evaluation
    - Multi-unit Schools
    - Individually Guided Education
    - Strategies for Curriculum Change and Innovation

20. Dr. Betty Schantz, Assistant Dean for University-School Relations College of Education, Temple University, Philadelphia.
    - School/University Collaboration
    - Negotiations Among School, University, Union and Community
    - Identification of Resources
    - Community Participation and Advisory Boards

21. Dr. Gilbert Shearron, Chairman, Department of Elementary Education, College of Education, University of Georgia, Athens, Georgia.
    - Philosophy and Implementation of Competency-based Teacher Education in Portal Schools
    - Management, Logistics and Administration of Portal School Strategy
    - Faculty Instructional Development
    - Strategies for Organizational Change in Schools

22. Dr. Ezra Staples, Associate Superintendent for Curriculum & Instructional Services, Philadelphia Public Schools & Chairman, Curriculum Committee, Council of the Great City Schools
    - Curriculum Innovation
    - Teacher Education by the School System
    - Politics of Urban School Systems
    - School University Relationships and Fiscal Cooperation

23. Mr. Al Stevens, Principal, Toledo, Ohio Teacher Corps
    - University/City/County Consortia and Collaboration
    - Multi-Unit Schools' Administration
    - Instructional Innovations
    - Individually Guided Education - Management and Administration

24. Mr. Juan Trujillo, Director, Southern Colorado State College, Teacher Corps, Pueblo, Colorado.
    - Community Involvement
    - Communications Processes and Strategies for School/University/Community Commitment to Improved Education
    - Community as Resource to School System and University

25. Ms. Helen Waite, Associate Director, Buffalo, New York, Teacher Corps.
    - Diffusion Strategies
    - Special Education in Portal Schools

26. Thomas Walmsley, Associate Director, Kansas State Teachers' College Teacher Corps, Emporia, Kansas
    - Rural Portal School Strategies
    - Discrepancy Evaluation
    - University-School Agreements
    - Long Range Planning

27. Mr. Joe Watson, Director, Washington, D. C. Urban Teacher Corps.
    - Urban Education Strategies for Change
    - Community Involvement
    - Special Education Component in Portal School
    - Staff Development

28. Mr. Joe Williams, Principal, Philadelphia Portal School.
    - Management, Logistics, Administration of Urban Portal School
    - Impacting Urban Ghetto Schools
    - Reallocation of School Resources
    - Advisory Councils

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July 11, 1972

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Dear Linda:

Thank you very much for the copies of the newsletter and the slide tape presentation. The Washington Conference was well run and informative. Congratulations!

As I mentioned to you, Paul Collins, Ursala, and Jim Steffanson, Teacher Corps Washington and The Council of Great City Schools need to face the problem that they have to buy credability with the schools, their administration, teacher organizations and community. Credability can be bought with money to back up specific innovations. It could also be bought by providing more specific training help or consultancies for those planning Portal Schools. I have a feeling that the efforts to date have been useful and necessary to establish readiness for Portal Schools but that it is now necessary to find some dollar support and to organize the dissemination structure to provide on site help in the development of relationships between Deans and Superintendents and Washington. Your mountain should come see out Mohammeds.

Best regards,

C Michael Darcy

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DEPARTMENT OF CURRICULUM AND INSTRUCTION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-5550

June 28, 1972

Dr. Norman Dodl, Model Director
Elementary Teacher Education
Florida State University
Tallahassee, Florida 32300

Dear Norm:

It indeed was my pleasure to have an opportunity to personally interact with you about your catalog on teacher competencies. You and your associates are to be complimented for making what appears to me to be a bold leap. We at Kansas State certainly would like to benefit from your efforts and make whatever contributions our resources will permit. Consequently, we would be willing to cooperate as our Teacher Corps project develops. Please indicate how we can become intimately involved in your project.

Your comments and reactions to the issues being raised in the final session of the conference were of special interest to me. It seems to me that the succinctness of your comments should have communicated to several individuals the role of the portal school and a viable teacher education program, especially as viewed from those of us in the Ivory Towers.

Once again thank you for helping to make the conference especially beneficial to me.

Sincerely,

Arnold J. Moore, Head
Department of Curriculum
and Instruction

AJM/mjp

APPENDIX A

Kansas State College Flint Hills Area Teacher Corps Program
Portal School Agreement

(Working Draft)

In an effort to develop a Portal School at _____ (name of school),
Kansas State Teachers College and _____ (name of school) does
mutually agree that the College will:

1. Supply student teachers on a semester basis in subject areas requested by the school district subject to the presence of approved cooperating teachers.
2. Provide field-centered training to the public school faculty in the basic teaching skills (diagnostic skills, designing instruction skills and teacher-student interaction skills).
3. Provide training for Master Teacher candidates in skills required for supervision and training of interns and student teachers.
4. Provide training to the public school faculty in innovative curricular and instructional practices that will be introduced in the school.
5. Provide resource counsultants in subject areas for curriculum improvement and development.
6. Provide assistance to the public school in areas of special needs (i.e. reading programs, student evaluation, differentiated learning patterns, etc.)
7. Provide assistance in a district-wide educational needs assessment.
8. Develop a competency-based, field-centered teacher education program equivalent to twenty semester hours of professional education (secondary).
9. Develop an experimental program to offer graduate education (Masters degree level) to inservice teachers that is competency-based and field-centered.
10. Grant Adjunct Professor status to Master Teachers who are approved by the Portal School Professional Standards Council.

11. Provide the use of the College Laboratory School as model training center for innovations and provide Laboratory School faculty as resource persons to the public school.

It is further agreed that the public school named above will:

1. Provide a variety of field learning experiences in professional teacher training under the superivision of a Master Teacher for graduate interns and undergraduate student teachers. These field experiences should include:
   a. team teaching
   b. tutoring, small group instruction and large group instruction
   c. a minimum of nine weeks for graduate interns to have the primary responsibility for the design, implementation and evaluation of instruction
   d. a minimum of six weeks for undergraduate student teachers to have the primary responsibilities, etc.
2. Provide instruction, supervision and evaluation, in cooperation with college personnel, for graduate interns and undergraduate student teachers in counseling and guidance, community involvement and professional relations.
3. Set up and maintain a differentiated staffing pattern consisting of undergraduate student teacher, graduate intern and a Master Teacher as a teaching team (in the future a junior observer aide will be added to the team).
4. Establish long-range goals for Portal School Development with tasks to be accomplished for achieving these goals.
5. Plan and implement a district-wide educational needs assessment with the assistance of Kansas State Teachers College and the Kansas State Department of Education.

6. Develop an Adaptive Curriculum that is more personalized to meet individual student needs.
7. Develop an inservice training plan to assist the school faculty in Portal School Development.
8. Establish a Resource Learning Center facility in the public school where learning materials and resources can be used by faculty, interns and student teachers and where microteaching can take place.
9. Provide opportunities for community-based education and for community-wide involvement in the education program.

It is further mutually agreed that shared decision making in the development and operation of the Portal School will take place in the following manner:

1. An active local steering committee consisting of representatives from all role or interest groups, i.e. representatives from the Teachers College, the public school and the community. The local steering committee will be an advisory body to the local school administration.
2. An active master steering committee consisting of representatives from the following role groups:

   --superintendents

   --principals

   --team leaders

   --regular school faculty

   --students

   --community coordinators

   --the Teacher Corps School Coordinator

   --the Vice-President for Academic Affairs (Teachers College)

   --the Dean of the School of Education and Psychology (Teachers College)

   --the Chairman of the Department of Curriculum and Instruction (Teachers College)

--the Director of Teacher Corps

--a representative of the Council on Teacher Education

--two representatives from the State Department of Education

Each portal school must have at least one representative on the Master Steering Committee. The Master Steering Committee will be an advisory body to Kansas State Teachers College in the Portal School Development Program.

3. A Portal School Professional Standards Council consisting of the following personnel:

--one administrator from each Portal School District

--the Dean of the School of Education and Psychology

--the Dean of the School of Liberal Arts and Sciences

--the Dean of the School of Applied Arts and Sciences

--the Director of Student Teaching

--the Director of Teacher Corps

--a representative from the Council on Teacher Education

This council will serve as a decision making body in approving Master Teacher candidates and major Portal School policies that involve both the Public Schools and Kansas State Teachers College.

It is further mutually agreed that Kansas State Teachers College and the Public School listed above will work with the State Department of Education toward achieving competency-based teacher certification through a refining of teacher competencies and the establishment of criteria levels for teacher performance.

This agreement between Kansas State Teachers College and _____
(name of school)

is not a legal document, but rather represents a firm commitment to the development and operation of a Portal School by the parties concerned. This agreement is for the period of one year and renewable thereafter.

_____
President, Kansas State Teachers College

_____
Date

_____
Superintendent of Schools USD #_____

_____
Date

APPENDIX B

DISTRICT FIVE

JOHN WELSH PORTAL SCHOOL

4th & York Sts.

Phila., Pa.

PORTAL SCHOOL EVALUATION

September 1970 - June 1971

Mr. Joseph T. Doyle
Principal, John Welsh Portal School

Mr. Thomas E. Varrone
District Five Coordinator
Teacher Education

Mr. Richard D. Hanusey
Superintendent
District Five

Dr. Betty Schantz
Assistant Dean
Temple University

The Philadelphia Public School System, Temple University, and the Philadelphia Federation of Teachers have cooperated to establish the John Welsh School as a Portal School in District Five.

The purpose of the Portal School is to improve education in a school building by concentrating sufficient resources across all levels of instruction - students, teachers, parents, administrators, and college professors.

The goal is to create a total educational program that will individually meet the needs of each separate Portal School, wherein student instruction, teacher pre-service education, staff development, and community involvement are inter-woven.

Welsh, therefore, has become the recipient of educational programs in which:

1. The skills and abilities of prospective teachers are upgraded.
2. Additional professional staff results in more programs and individualization for Welsh pupils.
3. University courses are offered at the school for school personnel.
4. Released time is provided for school personnel to consult with University professors.
5. Professional growth of cooperative teachers is enhanced because of tuition - free graduate courses offered by the University.
6. Close association among Community, School, Federation, and University provides for continuing program evaluation.

In carrying out this cooperative effort, we expect that Welsh School pupils will benefit from the additional resources and instructional personnel. This preliminary evaluation is presented to give you an opportunity to register concerns and to form the basis for a possible reshaping of goals and priorities.

Cordially,

JOSEPH T. DOYLE
Principal
Welsh Portal School

THOMAS VARRONE
Coordinator
Teacher Education

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JOHN WELSH PORTAL SCHOOL
4th AND YORK STREETS
PHILADELPHIA, PA.

PERTINENT INFORMATION

Size: 30 Classes, Year 1 to Grade 6
3 Classes, Retarded Educable
2 Classes, Kindergarten
1 Auditorium
1 Gymnasium

Capacity: Rated 1050
Current Population 1080

Racial Composition: 58% Black
2% White
40% Puerto Rican

Teachers:

30	Grade	1	English, Second Language
3	Special	1	Special Assignment
2	Kindergarten	1	Administrative Assistant
1	Music	1/5	Speech
4/5	Art	1	Reading
1	Physical Education		
1	Counseling		
1	Load		

Experience:

6	One year or less
25	2 - 5 years
3	6 - 10 years
8	More than 10 years

Special Programs:

1. E.I.P. years 1-3
2. English as a Second Language
3. Portal School (Student teaching center for Temple University. 12 student teachers, currently. Also 32 third-year students from Temple in EPICT Program.)
4. Teacher Corps - 4 member team has been in residence for 2 years.
5. Temple 3-T Program - 4 clinicians in Temple Doctoral Program are in first year of 2-year residency.
6. Satellite Lunch - Reduced price Federal Lunch (Vit - A - Pak) served to an average 550 students each day.

7. Youth Tutoring Youth: After-school tutorial program utilizing junior high school students to tutor third-year underachievers.
8. Ed Psych - Temple University Tutors.
9. Career Opportunities Program - Teacher Training Program.

Community:

The Welsh School serves an area in North-Central Philadelphia which has been designated a poverty area according to Federal guidelines.

Housing is old and in many cases deteriorating and an estimated 25% of the houses are abandoned and vandalized.

The majority of the residents are black, but during the past two years there has been a marked increase in the number of Puerto Rican families. A small number of white families are scattered throughout the area.

Some attempts at community organization have taken place but the number of people involved is insignificant. The two most active groups are the Kingstowne Community Council and Open Inc.

The Welsh School Advisory Board has been in operation for one year. This is an elected board composed of parents and teachers, which operates under a written constitution to give counsel to the principal in designated areas.

ADVISORY COUNCIL

The John Welsh Portal School appreciates the assistance and advice offered by the Advisory Council which did much to facilitate the instructional program operating in the school.

Members of the John Welsh Portal School Advisory Council are:

Mrs. Joan Branigan, School-Community Coordinator

Mrs. Carmen Collazo, School-Community Coordinator

Mr. Fred Creel, Building Representative, P.F.T.

Mr. Joseph Doyle, Principal

Mrs. Chela Santiago, Parent and President, Home and School Association

Dr. Betty Schantz, Assistant Dean, Temple University

Mrs. Emma Sergeant, Parent

Mr. Thomas Varrone, District Coordinator, Teacher Education

Mrs. Ohna Weldon, District Five Representative, P.F.T.

During the school year 1971-72, two classroom teachers will be added to the Advisory Council. A student teacher will be asked to attend meetings as an observer.

JOHN WELSH PORTAL SCHOOL

TEMPLE UNIVERSITY/SCHOOL DISTRICT RELATED PROGRAMS

DESCRIPTION

TEACHER CORPS

A Federally-funded, two-year program for college graduates to prepare them in community work and academic content for teaching positions in urban elementary schools. This is being phased into a University-funded Elementary Intern Program.

GRADUATE CERTIFICATION PROGRAMS

This program is for practicing teachers lacking State credentials. These are special programs in all content areas where practicing teachers can take course work toward a master's degree or State certification and have their teaching supervised and critiqued. To qualify, a student must be employed as a teacher and meet graduate school admission requirements. The largest certification programs are jointly operated with the Philadelphia Public Schools in elementary and secondary education. The School District releases six supervisors, half-time each, to supervise in the elementary certification program; each supervisor is responsible for 20 students. The University pays each supervisor a stipend to conduct training seminars with their students. Temple University fully funds all other supervisors (including additional elementary and all secondary supervisors).

The University employs three Spanish-speaking supervisors to work in the field with 30 newly recruited Spanish-speaking teachers in the Elementary Certification Program.

ELEMENTARY PROGRAM FOR INNER-CITY TEACHERS (EPICT)

A program for Juniors in which professors go to inner-city schools to teach all instruction in content and method and psychology, combined with practicum and observation. No instruction is at the University. EPICT is located in approximately 9 elementary schools for which the University pays each building principal for his participation in the program. In addition, the University grants three credits free-tuition to all teachers cooperating in the EPICT Program.

VETERANS IN PUBLIC SERVICE (VIPS)

A program for inner-city veterans, that combines G.I. Bill benefits with the salary of a teacher aide while special instruction is given toward an elementary school teaching degree. The University and School System share the salary of a director and tutoring assistant. VIPS are employed as paraprofessionals in inner-city elementary schools during their training program.

EDUCATIONAL PSYCHOLOGY 101, 102

A required two-semester sequence stressing individual and small-group tutoring in community agencies and city schools. The majority of the students are placed in inner-city schools in conjunction with other University instructional programs (i.e., EPICT, Secondary Centers in English, Social Studies, etc.). Wherever possible, students will return to the same school to complete their methods instruction and/or student teaching. This program is totally funded by the University. The Philadelphia School District provides the services of the staff of the Volunteer Services for orientation sessions each semester. In each school there is a teacher who takes the responsibility for monitoring the program.

GRADUATE COURSES TAUGHT IN CITY SCHOOLS

Whenever enough teachers in a school or a cluster of schools request special staff development instruction, regular courses are offered in these schools tailored to the needs of those teachers. Those teachers participating in Temple University programs receive and use their free-tuition for these in-service courses.

ELEMENTARY STUDENT TEACHING CENTERS

All elementary student teachers are clustered in groups of 10-12 in 20 schools, teaching a full five-day load for one entire semester. Each student is assigned to a classroom master teacher who receives three free university tuition credits. A university professor is assigned to two centers on a full-time basis to provide seminar instruction for cooperating teachers and student teachers and to assist in classroom supervision. Building principals are reimbursed one salary step increment to assist in supervision and seminar instruction. In some centers, additional university professors teach curriculum development courses to student teachers and to the school staff.

TRIPLE T

This program will focus on the Training of Teachers of Teachers and requires placement of interns in two elementary and two secondary inner-city schools. The content focus will be reading and mathematics. The School District will release four full-time teachers, one in each of the schools to work with intern teachers and participate in staff development.

CAREER OPPORTUNITY PROGRAM

This is a public school program providing horizontal and vertical mobility to prospective teachers and instructional aides. Concurrent with employment in local schools, college-level instruction is offered at the Philadelphia Community College for the Freshman and Sophomore years, and at Temple University for the Junior and Senior years. Thus, a person can gain whatever level of education he chooses including a college degree while working in the public schools.

JOHN WELSH PORTAL SCHOOL

IOWA TEST RESULTS

Comparison 1970 - 1971

There were a number of innovative programs operating at the John Welsh Portal School during the 1970-71 school year, which may have accounted for the gain scores noted in the following figures taken from the Iowa Standardized Tests. The Temple University programs operating at the John Welsh Portal School included:

1. Student Teachers (20)
2. EPICT - Elementary Program for Inner-City Teachers (60)
3. VIPS - Veterans in Public Service (4)
4. TRIPLE T - Training for Teachers of Teachers (3)
5. COP - Career Opportunities Program (3)
6. Bilingual Institute (1)

While there is no direct evidence as to the impact of the Temple University Programs outlined above, there is enough subjective data to recommend the continuation of these programs coupled with a controlled research project to point out contributions made by Temple University Programs.

> "The primary use of standardized testing is to help teachers to help pupils. The goal of a well-organized testing program is to obtain objective data to aid school personnel to understand better the strengths and weaknesses of the pupils for whom they are responsible. Only with an understanding of the individual child can instruction be planned to meet individual differences.
>
> "While the main value of testing lies in the information it reveals about an individual child, the secondary but no less important use of standardized testing is concerned with data from groups of pupils to aid in studying various school programs." (1)

The changes indicated in the following figures show a reduction in the number of children in the non-functional level (below the 16th percentile) of 15%.

This would indicate that the Temple University affiliated programs have significantly reinforced the educational process at the John Welsh Portal School.

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(1) Report of the Spring 1970 Achievement Test Results, Office of Research and Evaluation.

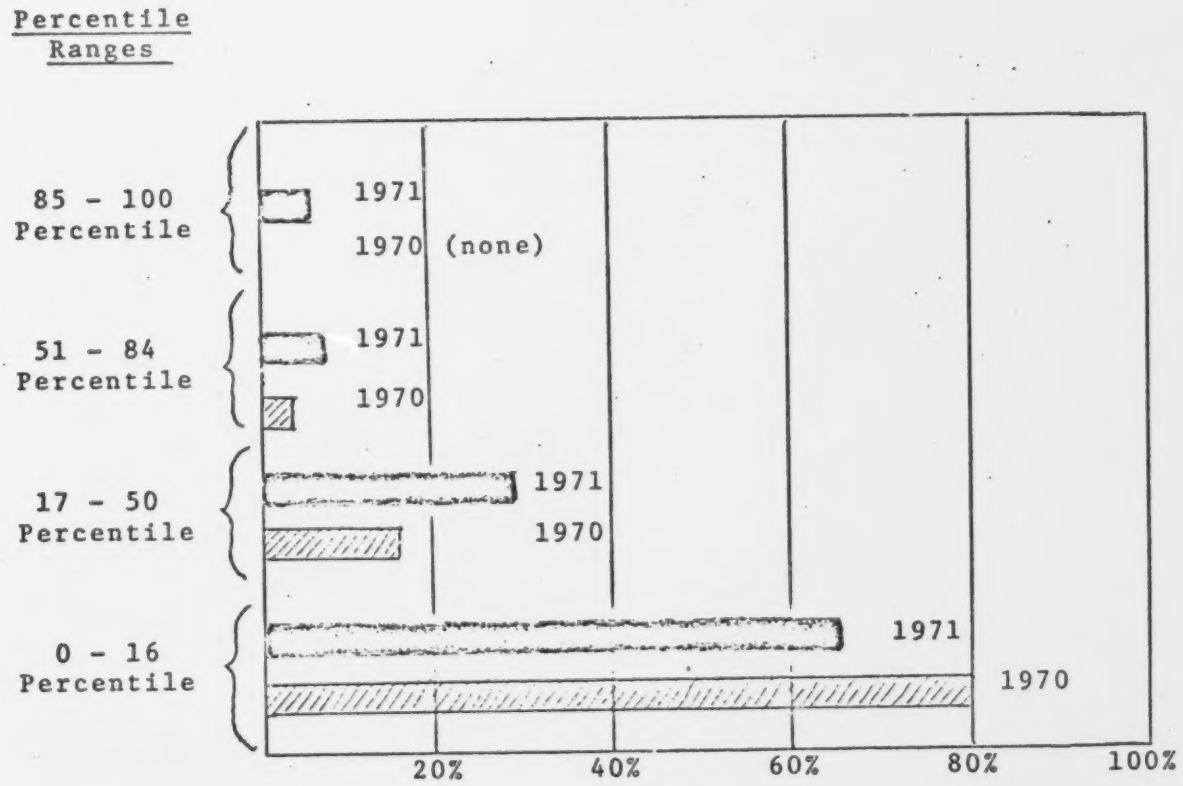
JOHN WELSH PORTAL SCHOOL

IOWA TEST RESULTS, SCHOOL YEAR 1970 - 1971

	Grade	Vocab.	Read.	Lang. Total	Word Study Skills	Total Arith.	Raw Totals	Average	Composite % 1970	1971	Change
Below 16th Percentile	3	44	51	49		53	197	49.25	80%	65%	-15%
	4	52	44	63		73	232	58.0			
	5	73	83	73	73	71	373	74.6			
	6	72	81	80	74	75	382	76.4			
16-49	3	43	32	25		24	124	31.0	18%	28%	+10%
	4	39	44	21		26	130	32.5			
	5	26	15	28	26	26	121	24.2			
	6	26	17	19	26	25	113	22.6			
50-74	3	10	15	22		14	61	15.2	2%	4%	+2%
	4	8	8	13		2	31	7.7			
	5	1	3	0	1	1	6	1.2			
	6	2	2	1	0	1	6	1.2			
85 plus	3	2	2	4		7	15	3.7	0%	2%	+2%
	4	2	5	3		0	10	2.5			
	5	0	0	0		0	0	0			
	6	0	0	0		0	0	0			

IOWA TEST RESULTS

COMPARISON 1970 - 1971



PORTAL SCHOOL EVALUATION

COOPERATING TEACHERS

Cooperating teachers at the Welsh Portal School were asked to respond (voluntarily) to the evaluation form described on the following pages.

The purpose of this evaluation instrument was to secure information about the Portal School Program regarding:

1. Implementation of the program.
2. Teaching strategies of the Temple teachers.
3. Administration and supervision of the Portal School Program.

There were eighteen (18) cooperating teachers that responded and the percentages indicated are based on this number.

PORTAL SCHOOL EVALUATION

We are presenting this study in order to get information about the Portal School Program. To do this, we need your assistance, but most of all we need honest answers.

Below you will find a list of statements. Read each statement carefully and then circle the number which expresses your answer. There is no right or wrong answer. An answer is correct if it is true for you. If you do not have enough information to make a decision, please omit that item.

EVALUATION SCALE	
5	Agree completely.
4	Agree for the most part.
3	Not certain.
2	Disagree for the most part.
1	Disagree completely.

PLEASE CIRCLE CATEGORY: Teacher, Student Teacher, EPICT Student, Parent.

INCLUDE SPECIFIC OR QUALIFYING COMMENTS IN THE SPACE UNDER EACH ITEM.

	RESPONSE PERCENTAGES				
	5	4	3	2	1
1. You are aware that the Welsh School is a Portal School.	95	5			
2. You are satisfied with the decision that Welsh be a Portal School.	83	12	5		
3. Information about the Portal School has been provided.	61	17	17	5	
4. Additional information about the Portal School should be provided.	55	22	11	12	
5. There is community involvement in the Portal School program.	17	44	22	11	6
6. The Portal School programs provide resources such as materials and specialists for use in the school.	44	33	17		6
7. Portal School programs have enhanced the learning of Welsh pupils.	44	33	17	6	

	RESPONSE PERCENTAGES				
	5	4	3	2	1
8. Opportunity for you to talk to a University teacher or professor is provided.	50	6	17	22	5
THE FOLLOWING ITEMS PERTAIN TO THE TEACHING STRATEGIES OF THE TEMPLE TEACHERS:					
9. Students take special interest and pleasure in working with the children.	17	72	11		
10. Exhibit skill in solving instructional problems.	22	56	17	5	
11. Assume responsibility for solving pupil behavior problems.	17	39	22	22	
12. Exhibit independence in planning for assigned teaching.	33	39	11	11	6
13. Are reliable in attendance and punctuality.	67	33			
14. Are cooperative in following instructions and suggestions.	44	50	6		
15. Have the freedom to participate in all schoolwide activities.	33	44	6	11	6
16. Are cooperative in carrying out school policies.	39	50	6	5	
17. Provide organized learning sequences.	22	55	6	11	6
18. Provide for pupils at different ability levels and with differing needs.	22	50	17	6	5
19. Assess their work periodically to determine needed changes.	11	55	28	6	
20. Lessons serve the common needs of all pupils.	33	55		6	6
21. Lesson patterns provide for sequential learning.	33	33	17	17	
22. Evidence careful planning and preparation to motivate the pupils.	57	26	6	6	5

	RESPONSE PERCENTAGES				
	5	4	3	2	1
23. Are poised and emotionally stable.	39	44	11	6	
24. Are mature and justifiably self-confident.	17	67	11		5
25. Are knowledgeable in subject matter.	28	55	11	6	
26. Have wholesome relations with pupils and other staff members.	33	50	11	6	
27. Feel they are making a worthwhile contribution to the school program.	22	55	23		
28. Use evaluative results as one index of their own teaching effectiveness.	17	50	11	22	
29. Will be successful in teaching careers.	17	55	22		6
THE FOLLOWING ITEMS PERTAIN TO THE ADMINISTRATION AND SUPERVISION OF THE WELSH PORTAL SCHOOL PROGRAM:					
30. Shows an awareness of the needs of Temple students and teachers who participate in the program.	39	44	17		
31. Provides regular supervision of program activities.	44	33	17	6	
32. Involves program participants in formulating recommendations and policies.	50	17	28	5	
33. Facilitates the professional improvement of program participants.	55	22	23		
34. Helps Temple teachers to begin their work with confidence and to become constructive members of the staff.	55	33	12		
35. Helps Temple teachers to attain a feeling of security and satisfaction in their work.	55	28	11		6
36. The Temple University Courses in the District and in the Welsh Portal School are beneficial to the teachers of the Welsh Portal School.	44	39	6	6	5

SUMMARY

COOPERATING TEACHER COMMENT RESPONSES

PROGRAM

1. Over 95% of the faculty are aware and satisfied that the John Welsh School is a Portal School.

2. Approximately 80% of the faculty felt that sufficient information was given regarding the Portal School concept, but would like additional information.

3. The need for increased community involvement was expressed by 40% of the faculty.

4. A significant 77% of the cooperating teachers indicated that Portal School programs enhanced the learning of the children.

5. The need for closer communication with the University professors was expressed by 44%.

STUDENT TEACHING STRATEGIES

1. Over 90% of the cooperating teachers indicated that student teachers were interested, responsible, reliable, punctual, and cooperative in following instructions and suggestions.

2. Approximately 80% of the cooperating teachers responded that student teachers planned carefully, were poised, mature, self-confident, and knowledgeable in subject matter.

3. 44% felt that student teachers should assume more responsibility for helping to solve pupil behavior problems.

4. 72% responded that student teachers were providing for children at different ability levels and different needs.

5. Approximately 66% of the cooperating teachers said that student teachers do assess their work periodically to determine needed change.

6. 72% agreed with the statement, "Will be successful in teaching careers." 22% were uncertain.

ADMINISTRATION AND SUPERVISION

1. Approximately 85% of the faculty felt that the student teachers were helped to begin their work with confidence, become constructive members of the faculty, and attain a feeling of security and satisfaction.

2. 80% to 90% indicated that administration and supervisors were aware of the needs of the student teachers and provided regular supervision of Portal School activities.

3. Agreement that Temple University courses in District Five and in the Welsh Portal School are beneficial was expressed by 84% of the cooperating teachers.

4. 67% responded that program participants were involved in formulating recommendations and policies, while 28% were uncertain.

John Welsh Portal School

PARENT RESPONSE FORM

Criteria for Evaluation	Please Circle Appropriate Comment	
1. You are aware that there are two teachers in your child's classroom.	Yes	No
2. Your child speaks to you about his Temple teacher.	Yes	No
3. The Temple teacher gives your child extra help.	Yes	No
4. An additional teacher will benefit your child and the class.	Yes	No
5. There has been communication between the Temple teacher and you.	Yes	No

Teacher _____

Temple Teacher _____

Grade _____

Parent _____

Thomas Varrone
District Coordinator
New Teachers

Joseph T. Doyle
Principal

DISTRITO CINCO
Escuela Portable de John Welsh

Las escuelas públicas de Filadelfia, la Universidad de Temple y la Federación de Maestros han cooperado para establecer la escuela John Welsh como una Escuala Portable en el Distrito Cinco.

El propósito de la Escuela Portable es mejorar la educación escolar al concentrar recursos suficientes a través de todos los niveles de instrucción -- estudiantes, maestros, padres, administradores y profesores universitarios.

La meta es crear un programa educativo total que atenderá a las necesidades individuales de cada escuela portable, en la cual instrución estudiantil, entrenamiento del maestro, desarrollo de la facultad y envolvimiento de la communidad son intercaladas.

Esperamos que los niños de la escuela Welsh se beneficien de los recursos y personal addicional. Nos gustaría saber de los padres, maestros, profesores de Temple y damás miembros de la facultad qué piensan del proframa de la Escuela Portable hasta ehora.

Deseamos que conteste algunas preguntas sobre la Escuela Portable de Welsh para su mejoramiento eventual.

Respetuosamente,

Joseph T. Doyle
Principal

Thomas Varrone
Coordinator
Escuela Portable de Welsh
Distrito Cinco

DISTRITO CINCO
Escuela Portable de John Welsh

HOJA DE INFORMACIÓN DEL MAESTRO DE TEMPLE

Criterio para Evaluación	Marque la Respuesta Correspondiente	
1. Está usted enterado que hay dos maestros en el salón de su hijo.	Sí	No
2. Su hijo le habla de su maestro de Temple.	Sí	No
3. El maestro de Temple le da ayuda addicional a su hijo.	Sí	No
4. Un maestro addicional le será de beneficio a su hijo ye a su clase.	Sí	No
5. Ha habido communicación entre el maestro de Temple y usted.	Sí	No

EL MAESTRO DE TEMPLE ES EL OTRO MAESTRO DEL SALON.

Maestro _____

Maestro de Temple _____

Grado _____

Padre _____

Joseph T. Doyle
Principal

John Welsh Portal School

PARENT RESPONSES TO QUESTIONNAIRE

TOTAL CLASSES 8

TOTAL CHILDREN 240

Question	Yes	%	No	%
1	60	85%	10	15%
2	54	77%	16	13%
3	64	97%	2	3%
4	64	92%	5	8%
5	13	18%	58	82%

The above figures show a positive reaction to questions 1 through 4. The responses to question 5 (Communication with the Community) indicate a need for extensive work in this area.

Beginning with the school year September 1971, Course #180, Community Field Experience, will be added as an elective which can be taken by student teachers.

The attached survey will be sent to the parents of the children with Temple University student teachers during January 1972. The results should reflect the influence of Course #180.

The goal of the Welsh Portal School is to develop ways to facilitate communication between Temple student teachers and parents.

TEMPLE UNIVERSITY

GRADUATE COURSES

The courses listed on the following pages are offered to cooperating teachers at the John Welsh Portal School. The courses are for three (3) graduate credits and may be taken tuition free by cooperating teachers and other qualified personnel.

During the 1970-71 school year, approximately 30 teachers and other school personnel took graduate courses (tuition free) as a result of direct involvement with Temple University related programs offered at the Welsh Portal School (75% of total faculty).

TO: Cooperating Teachers in EPICT and the
Elementary and Secondary Student Teaching Programs

FROM: Charles Adelman
Director of Student Teaching

RE: Tuition-Free Credits (3) for Cooperating Teachers

Each cooperating teacher participating in the above programs for the semester beginning January, 1971, is entitled to three tuition-free credits at Temple University.

If the cooperating teachers are aware of the following policies and procedures established by Temple University, there should be no problems or confusion regarding the three tuition-free credits.

POLICIES

1. Each cooperating teacher will receive an authorization card for three tuition-free credits and a tuition-remission form.

2. The scholarship can be used only by the cooperating teacher to whom it has been assigned.

3. The scholarship must be used during the semester in which it is issued.

4. The authorization card may be used for up to three graduate or undergraduate credits.

5. Authorization cards attached to tuition-remission forms must be presented within five weeks from the beginning of the semester.

PROCEDURES

1. Authorization cards for tuition-free credit presented for payment must be accompanied by a tuition-remission form which is to be completed by the cooperating teacher.

2. The (white) authorization card must bear the signature of the cooperating teacher's principal.

3. You do not have to have the bottom line on the green sheet signed.

4. If the cooperating teacher is a matriculated, pre-registered student at Temple University, he may present the authorization card and tuition-remission form to the Financial Aid

Office within five weeks from the beginning of the semester. The Financial Aid Office will then notify the Comptroller's Office and a refund will be mailed directly to the individual involved.

5. Cooperating teachers who are non-matriculated students and have not pre-registered must, at the regular registration period, collect their course cards and stop at the Financial Aid Desk to hand in the completed tuition-remission form and authorization card. The Financial Aid Desk will give the student a punched card that will allow them to be processed through the payment line.

6. Teachers who are cooperating in Temple's Student Teaching or EPICT Programs and who elect to take courses offered at Center schools by Temple University staff, may present the tuition-free credit cards and forms to the professor at the first class meeting in lieu of tuition payment.

TEMPLE UNIVERSITY

COLLEGE OF EDUCATION - URBAN ED.

Course No.

305 INTRODUCTION TO URBAN EDUCATION - Mrs. Eunice Clarke

510 ENVIRONMENT OF THE URBAN SCHOOL - Dr. Bernard Watson (Director)

511 TEACHING THE MEANING OF LAW IN THE CLASSROOM - Dr. Charlotte Epstein

513 PRINCIPLE AND PRACTICES OF BECOMING AN URBAN INSTRUCTIONAL CONSULTANT - Dr. James Wilson

514 PRACTICUM, URBAN INSTRUCTIONAL CONSULTANTS - Dr. James Wilson

553 EDUCATION IN THE URBAN COMMUNITY - Dr. Davis Kapel

554 THE URBAN CLASSROOM - Mrs. Eunice Clarke

586 INTERGROUP EDUCATION - Dr. Charlotte Epstein

THE FOLLOWING E.C.E.ED. COURSES WILL BE OFFERED IN THE SPRING SEMESTER, 1971. THE FIRST SESSION FOR THESE COURSES WILL BE HELD DURING THE WEEK OF JANUARY 18, 1971.

DISTRICT 2 — Vaux Junior High, 24th & Master
Curriculum Theory 579: Tuesday 9:00 A.M. (Staff), Dr. Dolores Silva
English Education 646: Tuesday 3:15 P.M., Dr. Fred Harwood

DISTRICTS 2 AND 3 (COMBINED) — Washington School, 5th & Federal
Urban Education 586: Wednesday 4:00 P.M., Dr. Charlotte Epstein (Intergroup Education)

DISTRICT 3 — Bartlett Junior High, 11th & Catharine
English Education 601: Wednesday 4:00 P.M., Dr. Bonita Franks (Teaching and Supervising English in Elementary Schools)

DISTRICT 4 — Blaine School, 30th & Berks
Urban Education 553: Thursday 4:00 P.M., Dr. David Kapel (Education in the Urban Community)

DISTRICT 5

Welsh School, 4th & York
Urban Education 586: Tuesday 4:00 P.M.,
Dr. Charlotte Epstein (Intergroup Education)
Conwell School, Jasper and Clearfield
Educational Media 453: Wednesday 4:00 P.M.,
Dr. Elton Robinson

COURSES IN THE SCHOOLS
FALL, 1971

DISTRICT 2

English Ed. 604e
Seminar in English Language Education
Wednesday, 4:00 P.M. (Registration on 9-8-71)
Dr. Howard Blake
(restricted to Reynolds School faculty)

English Ed. 640e
Seminar in Teaching of Reading
Wednesday, 4:00 P.M. (Registration on 9-8-71)
Dr. Marciene Mattleman
(restricted to Carver School faculty)

DISTRICT 3

Curr. Theory 527e
Curriculum Development for the Low Achiever
Tuesday, 4:00 P.M. (Registration on 9-14-71)
Dr. Leland Howe - Washington School

Ed. Admin. 405e
The Teacher in Educational Administration
Wednesday, 4:00 P.M. (Registration on 9-8-71)
Dr. Donald Walters - Washington School

DISTRICT 4

Urban Ed. 586e
Intergroup Education
Wednesday, 4:00 P.M. (Registration on 9-8-71)
Dr. Charlotte Epstein - Blaine School

DISTRICT 5

Math. Ed. 462e
Mathematics in the Elementary School
Monday, 4:00 p.m. (Registration on 9-13-71)
Staff - Welsh School

Ed. Media 325x
Introduction to Educational Media
Wednesday, 4:15 P.M. (Registration on 9-8-71)
Staff - Potter-Thomas School